DOCUMENT RESUME

ED 459 883 JC 020 078

AUTHOR	Bate, Joel; Fox, Jeff
TITLE	Mid-Program Assessment for Freshman Composition: Outcome Assessment in Composition.
PUB DATE	2001-10-00
NOTE	16p.; Paper presented at the Annual Meeting of the Two Yea College English West Association (Las Vegas, NV, October 4-6, 2001).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; *College Outcomes Assessment; Community Colleges; Educational Assessment; *Evaluation Methods; Scoring Rubrics; *Student Evaluation; Two Year Colleges; *Writing Evaluation
IDENTIFIERS	Idaho

ABSTRACT

This paper describes the design and process of an outcomes assessment tool created and modified over the past 10 years by the English department at the College of Southern Idaho. Initiated by the State Board of Education and executed by the department, this process is effective in its objectives: first to inform students of their competence to enter the second semester writing course by having them complete a writing assignment, which indicates end-of-the-term proficiency without advice or help from the teacher; second, to evaluate students' writing in a double-blind reading process and report the results to the respective teacher; third, to foster ongoing review and modification of the departmental composition sequence goals in a collegial manner. This part of the process has resulted in an evolving outcomes assessment model. Since it has provided the occasion for faculty to explore common strategies and even assignments, faculty have found this assessment has provided cohesiveness and encouraged cooperation in the department. (Includes: Outcomes Assessment Coordinator checklist, sample semester timeline, rubric for evaluating essays, essay assignment description for students, outcomes assessment review meeting information, and an outcomes assessment process flowchart.) (Auth/KP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 459 883

MID PROGRAM ASSESSMENT FOR FRESHMAN COMPOSITION
OUTCOME ASSESSMENT IN COMPOSITION

presented at the Two Year College English West Association Conference
Las Vegas, Nevada October 6, 2001

by

Joel Bate and Jeff Fox
College of Southern Idaho
315 Falls Avenue
Twin Falls, ID 83301

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Fox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- Introduction
- Overview
- Brief History
- The OA Process
- Impact on students, faculty, and the writing program
- Musts (find better word or phrase)
- Demographics include raw numbers, P/F %s, etc.)
- Attachments
  - nuts & bolts (flow chart)
  - samples of writing prompts
  - faculty instructions, prompt, rubric, readers sheets

Contact information:
Joel Bate, English Department
208(733-9554 ext. 2136
jbate@csi.edu

Jeff Fox, Academic Development Center
(208)733-9554, ext. 2528
jfox@csi.edu

ABSTRACT

This paper describes the design and process of an outcomes assessment tool created and modified over the past ten years by the English Department at the College of Southern Idaho. Initiated by the State Board of Education and accomplished by the department, this process is effective in its objectives: first to inform students of their competence to enter the second-semester writing course by having them complete a writing assignment which indicates end-of-the-term proficiency without advice or help from the teacher; second, to evaluate students' writing in a double blind reading process and report the results to the respective teacher; third, to foster ongoing review and modification of the departmental composition sequence goals in a collegial manner. This part of the process has resulted in an evolving outcomes assessment model.

Since it has provided the occasion for faculty to explore common strategies and even assignments, faculty have found this assessment has provided cohesiveness and encouraged cooperation in the department.

TC020078

BEST COPY AVAILABLE

OVERVIEW

The Outcome Assessment in its current form is the product of ongoing discussions and modification by English Department faculty. At this time, all faculty, full time and adjunct, on campus as well as those teaching in outreach centers, and dual credit instructors in area high school who are teaching college composition *all* must participate in this process.

In 1991-92, English faculty initially discussed the idea of Outcome Assessment in terms of a blue book, in class writing based on a common prompt to be done by students at term end. Faculty reviewed these blue book responses, judging the work to be either exit-level English 101 or not yet proficient. Preparatory to the reading of the blue books, the faculty conducted a norming session with a rubric based on departmental grading standards. In the initial semester, results were non-binding, and not all faculty participated.

In post-OA discussions, it was apparent that the blue book method did not meet department needs. Faculty felt that an in-class writing did not reflect what was taught throughout the semester, namely the writing process over a period of time, complete with a rigorous revision cycle leading up to a final draft, and, in some cases, a term-end portfolio of carefully revised work. It was felt that at the freshman level, most students had not yet sufficiently internalized and practiced the writing process to produce quality work in a timed, in-class setting.

As a result, the department developed the idea of assigning an essay that students had one week to complete. The assignment was a common prompt asking students to develop an essay which again reflected departmental grading standards for development and correctness at the English 101 exit level. Students had to turn in their essay typed and coded (to preserve anonymity). The result was a deeper look at student ability than the blue book in class writing. Students were able to produce well-developed and thought-out essays with evidence of revision and editing.

By year 1994-95, all full-time faculty were involved in the Outcome Assessment process and made the commitment to a binding process; that is, if a students failed the Outcome Assessment, he failed the class. By year 1999-2000, all full-time faculty as well as adjuncts participated.

Aside from making the process departmentally binding and including all faculty, the changes over the years since faculty started using the out of class essay have focused on the prompt. For a few years, students were assigned a reading to accompany the prompt for use as a thematic resource for ideas, not a reading they would respond to directly. (That sort of analysis belongs more appropriately in the second semester writing course, English 102.) There have been variations on the prompt over the years, the result of growing understanding of departmental expectations of what a proficient 101-exit writing might be. In other words, as English faculty came into a workable process for the OA essay, they began to use the results to revise their own classes to direct students to success in the OA. As a result of the OA process, faculty have over the years in individual classes agreed on types of assignments, general word lengths, and number of assignments, areas that were wildly different in the pre-OA days.

A BRIEF HISTORY

1992

Using blue books and a timed, in-class writing situation, the pass rate was in the 60% range in English 101 (first term composition) and 090 (remedial composition). Spurred by a mandate from the administration (who in turn were responding to the State Board of Education), the English Department began a pilot plan. Not all faculty were on board with this. Some saw it as an infringement on their "rights," some as extra work, and some were threatened. Failing to understand what Outcome Assessment was and even why it was needed, faculty fell back on simply post-testing using a placement exam, the ASSET. Faculty did not formalize the Outcome Assessment at all at the end; in other words, it was not binding on a student in that whether or not he passed or failed the Outcome Assessment had no effect on the outcome of the course. Through this initial process, though, faculty discovered that the English Department faculty have different class outcome expectations.

1993

The pass rate was about the same, 60%. The discussions about the need for such a project provided for some heated meetings. Moving away from blue books and single-sitting writing as a gauge, faculty agree to use a self-selected revised essay from among the student's work for that term; of course, each student's essay was based on different assignments and had been generated at different times during the term. Some faculty were not familiar with norming and holistic scoring, and some felt an aversion to working departmentally toward this goal. There was some insecurity and some fierce independence. Individuals did not yet have a stake in this project as there was no binding agreement as to what the results were to mean programmatically. Some instructors used the Outcome Assessment result as small part of the course grade; others ignored it entirely. Faculty met as a group and did the grading together. The faculty tried to meet for norming beforehand, but many of the faculty at this time had never heard of "norming", and many were not familiar with holistic or primary trait scoring. The evaluation process was fractious.

1994

The pass rate was in the 80% range! What happened? For one thing, two faculty left the department, and those remaining and the new hires worked well together on the project. The idea of Outcome Assessment finally took hold, and everyone was beginning to engineer their class work to "end" in the same place. Two faculty researched the University of Idaho model and designed a plan for CSI. As a result, there was a more clearly defined common goal, and faculty started to grow comfortable with the idea that Outcome Assessment allows each faculty to use her own methods, that the Outcome Assessment is not punitive, and that the resulting cohesion in the department brought us closer together–English faculty talk about composition and evaluation more than before. The Outcome Assessment was still not binding, but there was a plan to move that way next year (1995). Faculty agreed to develop a prompt based on a reading so that all students would be writing a paper at the end of the term (and thereby reflect their best skill level) under the same conditions. Faculty also agreed to meet for norming and tried scoring the essays independently (that is, not all in one room), each instructor scoring sets anonymously (each set

was also coded to preserve teacher and student anonymity).

1995

The pass rate remains in the 80% range. Faculty finally agreed that the writing sequence is essential to success in college to the point where they make this the first time Outcome Assessment has been binding. Faculty lobbied with the administration and developed a non-punitive grade (NC) for those students whose work in not yet proficient (English and math are the only departments allowed to use that grade). The system has been tested, revised, shaped, and faculty were ready for full-scale implementation. They also modified our original design to reflect take-home work rather than in-class essays, the rationale being that no one in the department encourages, at the freshman level anyway, in-class essays as final product, but rather the revision process; to that end, students were given a prompt and a reading one week before the Outcome Assessment was due, and they had to turn in all draft work when they handed in the Outcome Assessment. Faculty expanded the process to include the pre-101 course, English 090.

1996-1999

Through these years, the pass rate stayed in the 80% range (low 90% for 090). The system was working well. Also, in rotation, several faculty were assigned to run the process, a new person each year, and this sense of "ownership" helped everyone work together more effectively than ever before. Since English faculty were all "stakeholders" now, they were revising and revisiting parts of the Outcome Assessment process. For instance, they planned to revisit the norming process the next fall, not only for new faculty but also for those who had used this process–a sort of refresher session. Faculty also planned to begin looking at our prompts, and considered adjusting the level of minimum proficiency required at each level. These past years, they had used a reading as a basis for a prompt which solicited narrative and analysis.

2000-2001

After several years of discussion, the department finally decided to raise the 101 proficiency expectations by developing a prompt asking for textual analysis (based on advertising media). Faculty made this change partially because of the state-wide English Chairs' decision to lower entrance requirements for 101, and they felt a need for increased accountability as a result. The change was difficult; discussions of what faculty taught in 101 and what they were preparing our students for arose. Despite concerns, the pass rate for fall 2000 was 84%, and the number of portfolios reviewed rose only slightly (3.3 per section compared to 3.1 per section in fall 1999). Faculty anticipated that the shift in expectations, though difficult, would bring about changes in teaching 101 in subsequent semesters. The department entertained the idea of beginning a second-semester (English 102) OA, but how to do it generated intense discussion. That project was tabled for fall 2001.

2001-2002

With English 101 and English 090 OA processes in place, the English Department began work on an English 102 OA which will focus not on student outcomes as seen in a term-end evaluation process, but rather an examination of assignments and student responses throughout the semester. Faculty plan to meet several times throughout the term to share assignments and

review student work. The Academic Development Center (which also teaches 090) begins plans to institute a short essay OA in English 011, the course preceding English 090.

OUTCOME ASSESSMENT PROCESS

Over the past ten years, the OA process has evolved into a fairly stable chronological pattern. Each term the OA Coordinator is chosen from among the composition faculty. At this time, the department chair chooses one for the English 101 courses, and one for the English 090 courses; when we develop OA processes for English 011 and 102, we will have separate coordinators for each. The OA Coordinatorship lasts for one year (i.e., fall/spring) and rotates among full-time faculty. Since it is a fair amount of extra and uncompensated work, we feel it unfair to ask adjunct faculty to assume this role. The rationale behind having this be a rotating position is that everyone eventually participates in a leadership capacity and thereby assumes some sort of ownership in the process. Early on we had one OA Coordinator who often found he had to defend the process time and again to recalcitrant faculty; since we have started the rotation, those problems have lessened significantly.

The first step for the OA Coordinator is to assign dates for prompt meetings, norming sessions, and the timetable for that semester's OA process. This scheduling is usually set during a college-hour, an hour once a week the College has set aside for meetings of various kinds; College policy dictates that no classes can be taught during this hour, so all faculty are free to attend. Moreover, the department requires attendance of every faculty at every meeting, and the department chair makes this quite clear. (Early in our evolution, an easy out for those resistant to the process was to simply not show up for planning and preparation.) It is important to schedule prompt meetings EARLY in the semester, for sometimes the prompt discussions are drawn out and require time for discussion over some weeks. Norming sessions using old OA essays and prompts are usually scheduled shortly before or after mid-term. When we had diverse views of what English 101 outcomes were, we met early in the semester so faculty could adjust their assignments and course content if necessary; also, if we have new faculty in the department, we try to schedule norming sessions earlier rather than later.

A week prior to OA handout, the Coordinator sends out the following information to each instructor:

- OA chart/procedure (attached)
- Rubric (attached)
- OA prompts for each instructor/section (sample attached)

The OA chart (refer to attachment) is a flow chart that shows the entire OA process. We require that each faculty go over the chart with students in each class, making sure students are clear about the process. The rubric is also discussed with students, and these discussions should be more a review than new information. Faculty have already seen and discussed the rubric at the norming sessions that occurred earlier. The rubric has changed slightly over the years to reflect shifts in expectations for each prompt.

The master sheet is coded by the OA Coordinator. Each class has a different code word or letter. The simplest coding is simply A, B, C, and so on. Students in those sections are numbered by the instructor, so that when a reader evaluates a section, he will only see that the section is

coded A, for instance, and students in that section are A1, A2, A3 and so on. The papers do not show any indication of instructor or student name. The master reader sheet (refer to x) has three columns, one for the instructor recommendation, and one each for reader evaluations. Each instructor is to put "P" (proficient) or "NP" (not proficient) in the instructor column for each student taking the OA and then return the sheets to the Coordinator. An instructor may also assign an "F" for students not taking the OA; these students have failed the course for reasons other than writing ability, usually poor attendance and missing assignments; whether or not they can write is a moot point since they have failed the class based on failing class work.

At this point, then the OA Coordinator has assigned class codes, passed out a packet of information to instructors, and received instructor recommendations (P, NP, or F).

On the assigned date (two weeks before the end of the term), instructors hand out the OA prompt, read through it with students and then more or less disappear from the scene. Students are told they may not seek the help of anyone else in the writing of this essay; they have one full week to generate a writing (typed and conforming to MLA standards for layout) that responds to the prompt. During this week, composition classes are still in session, but there is no instruction. Instead students may work in groups to discuss the prompt and any ideas they might have about it, and they may work independently on their essay in class. There is no collaboration after they have started writing. On the day the prompt is due, students must hand in 1) the typed essay (no name, code assigned by the instructor based on information from the OA Coordinator), 2) ALL rough draft work for the OA essay—sketches, rough drafts, handwritten and typed. If a student does not had in rough draft work, the instructor does not accept the essay, and the student automatically receives an NC for the course. This process helps guard against plagiarism and shared writing. If there is any question, faculty have a paper trail (in addition to whatever collected work and portfolio work faculty have for the semester). Instructors must also collect a folder called "Collected Work". This folder contains *everything* a student has written throughout the term (students are told in the syllabus about this). We do not read this collection unless there is some question about plagiarism or validity of student work. It is simply a backup for the Review Committee should there be any question of a student's proficiency based on the OA response.

The Collected Work folders go with each instructor and are handed back at a later date. The OA essays along with the Instructor Recommendation sheet (P, NP, or F based on class work) are sent to the OA Coordinator. The Coordinator then records the instructor recommendations on the master sheet. Then the OA Coordinator takes the section, attaches a reader sheet, and sends it off to an instructor for evaluation. The reader selection is random (though occasional adjustment must be made) and known only to the OA Coordinator. The readers do **not** mark on the papers, but rather grades quickly and holistically based on the rubric assigning either P or an NP. There is space for brief comments on the reader sheet, and all faculty are required to note briefly reasons why they evaluated a paper NP. The first reader then sends the set of essays and the reader response sheet back to the Coordinator. The Coordinator records the evaluations on the master sheet, attaches a second reader sheet and sends out the set to a different instructor for evaluation. The second instructor follows the same process as reader one, and sends the evaluated set and the second reader sheet back to the Coordinator who records the information on the master sheet. Each instructor will evaluate two sets for every one he teaches.

After all sets have been processed, the OA Coordinator has a completed master sheet for each class section. Each master sheet has three columns that are now filled out—instructor recommendation, reader 1 evaluation, and reader 2 evaluation. Using the following chart, the Coordinator marks those students who have splits (P NN or N PP) and communicates to the instructor that those students' work need to be reviewed before a final decision can be made.

Instructor	Readers	Result
P	PP	grade received
P	NP	grade received
P	NN	committee review
N	PP	committee review
N	PN	NC for course
N	NN	NC for course

The Review Committee is made up of ALL English composition faculty for that class (i.e., all 101 faculty or all 090 faculty), including adjuncts. (Adjuncts are told well in advance so they can, if need be, get time off to attend this session—it is mandatory and part of their contractual duties). The Review Committee meets the last Friday before finals. Composition instructors' classes are cancelled for that day. Instructors who have splits must bring 1) the OA essay in question plus all rough draft work for it, and 2) the collected works folder which contains ALL work for the entire semester, everything from rough drafts through final drafts. The OA Coordinator collects all the work as outlined above for each student and assigns the work to be reviewed by a faculty (faculty do not choose what they review, and an instructor may never review her own student's work). The faculty reviews the work, writes comments on a separate sheet and assigns a P or NP to the work. The OA Coordinator collects the reviewed work and records the P/NP information on a master sheet, and then passes the work out to another faculty member (the comments from the first faculty are kept by the Coordinator so the second reader has no idea of how the first reader evaluated the work). If the second reader agrees with the first reader (i.e., 2 Ps or 2 NPs), the process is completed for that student; the instructor either assigns an NC (in the case of NP) or a grade, A through D for the course, in the case of P. If the two readers split, the work is read a third time by a different reader to break the tie. The third reading is the last reading allowed. The Review Committee's decision is binding and may not be changed by the instructor.

Before the Committee renders a final decision, an instructor may make an appeal based on special circumstances which might include such things as ESL considerations, multiple OA attempts, disability issues.

The Committee then renders a decision that either assigns a "P" or an "NP" to the student's collected work. If the result is "P", the instructor gives a course grade based on class performance, "A" through "D" (for a discussion of "D" as a passing grade, see below). If the result is "NP", then the student receives an "NC" for the course. The Review Committee's decision is binding; instructors may not appeal beyond the Committee (though, of course, a student always has the right to appeal a course grade).

The "D" grade is not viewed as proficient by the English Faculty; however, College policy requires that a "D" be used as a passing but not proficient grade. Indeed, a "D" is

considered a passing grade for transfer purposes in the registrar's office. In the case of the OA process, a student usually does not receive a "P" for "D" level work (that student would receive an "NC".). A student would receive a "D" for poor course work (i.e., weak attendance, weak class work, poor preparation, in essence whatever the instructor uses to address grading performance in the class outside the actual OA essay).

IMPACT

The OA process has provided the English Faculty an opportunity to come together and form a solid composition sequence. The process has taken time, and we see it as one that will never really be finished—it is an evolution. As we modify our expectations and thereby our courses, we evoke shifts in the entire program.

One benefit is that composition faculty are communicating more effectively about composition than before the OA process. We share assignments, resources, ideas, and some of our meetings focus on "how to". The OA process has also helped the department to more effectively train new faculty by involving them in the process at the start of their employ, so the few adjuncts we use are also more closely involved, and this has obvious benefits.

Ultimately, we have become better instructors as a result of this process, and our program generates well-trained and rigorously evaluated students who leave the basic college composition sequence able to write effectively in their other courses.

MUSTS

- ALL faculty must participate sooner or later. The program does not work if some faculty (full time or adjunct) refuse to participate.
- The college administration needs to not only understand but also actively support this process by encouraging adjuncts to be involved as part of their contractual requirements; administration must also support the process by allowing the "NC" grade for this process.
- The OA Coordinator position must rotate every academic year, and every English faculty must take a turn.
- Faculty must agree that the Review Committee decisions are binding.

OA Coordinator Checklist

1. Figure out dates and announce early in the term.
2. Schedule prompt meetings EARLY in the semester.
3. A week prior to OA handout, send out the following to each instructor:
   - OA chart/procedure
   - rubric
   - master reader sheets (to be returned with instructor recommends along with OA essays)
   - sufficient OA prompts for each instructor/section
4. Make sure there are enough reader sheets for use after OAs have been handed in.
5. Develop a code/reader schedule with each instructor listed and the rotation for reading OAs.
6. Create a Portfolio/Collected Works Assessment Sheet to send out to instructors in cases of splits that must be reviewed by Committee.

SAMPLE SEMESTER TIMELINE

To All Composition Instructors:

8/23 OA mtg (half day during in-service)
general discussion, OA calendar, expectations

9/12 OA norming sessions (if needed)
to refresh us on standards, to introduce new faculty to process

10/10 OA prompt discussions
consensually develop prompt for this term.

11/14 OA prompt decision

12/4-5 OA passed out
Hand out prompt. Discuss procedure. Students have this week to works on drafts and compile portfolios. Collect Collected Works—final drafts and process work/drafts of regular semester assignments during this week. Have these available for the OA Review Committee meeting should there be any discrepancy between instructor recommendation and outcome essay evaluation. Instructors receive class roster sheets to fill out, and recommendations are made in regards to student proficiency for the course. Please have these back to the OA Coordinator when you turn in your OA essays.

12/11-12 OA collected
Turn in OA essays. Remind students that their names should not appear anywhere on the any of the drafts. Students will use class code on all drafts(the code for each section was given to the instructor when class roster sheets\s were disseminated). Collect rough an process materials separately. Keep these materials in your office should there be any question of plagiarism.

Organize final drafts numerically by code and get them to the OA Coordinator as soon after class as possible. Please make certain the class roster sheets with instructor recommendations accompany each section. Instructors should not read the drafts or offer any feedback to students.

Instructors will be given sections for evaluation (2 for every class taught). Please read and return to the OA Coordinator as soon as possible.

12/14-15 OA Review Committee
Attend OA Review Committee meeting to address those students who failed he OA. Based on the list from the OA Coordinator, each instructor will need to bring students' collected works to the meeting. Any classes normally held during this time may be canceled so faculty can participate. Please make appropriate arrangements.

Rubric for 101 Outcomes Assessment

This is the rubric the department will use in evaluating Outcomes Assessment essays; please consider these points when writing your essay.

Papers will be scored "blindly"; that is, readers will not know a student's name or class. Each paper will be read twice. The reader will mark an attached scoring sheet and will NOT write on the papers. In other words, each paper will not be marked ("corrected") but rather simply scored on a separate reader sheet with a "P" (proficient) or "NP" (not proficient) indicative of its merit according to the rubric.

The rubric defines the general standards of judgment considered in the scoring; however, these standards are not an absolute representation of proficient writing. Most proficient papers will meet each of these criteria, though not all will necessarily do so. For example, a paper with some mechanical errors may in fact have excellent content and style, certainly a passing effort. Further, some non proficient papers will meet individual criterion, but will fail to achieve the overall level of proficiency required. For example, a-grammatically perfect essay may lack significance or style and therefore fail.

Focus

_ The essay contains a clear thesis, whether stated or implied, that is the controlling or main idea.
_ The essay's development maintains the focus of the thesis and stays unified throughout the paper.
_ If the thesis has a plan of development, the organization of the body follows that plan.
_ The essay clearly addresses the topic of the OA prompt.
_ If the essay focuses on personal experience, the thesis relates the significance of that experience beyond simply telling a story. In essence, the essay makes the subject worthy of discussion by showing the topic's importance in a broader context beyond just the writer's experience.

Organization/Coherence/Unity

_ The essay has an introduction that introduces the topic, and possibly the thesis, and attracts the interest of the reader.
_ The essay follows a logical organization by using one mode of organization (such as narrative, description, comparison/contrast, classification, argumentative) or a combination of modes.
_ The essay maintains coherence with the use of transition words, phrases, or sentences to show the relationships of ideas.
_ Paragraphs show unity by focusing on and developing one main supporting point that relates to the thesis.

Development

_ The development follows and supports the thesis of the paper.
_ The essay uses vivid concrete development from the writer's personal experience, objective observation, or critical analysis.
_ The essay discusses and evaluates the significance of the supporting details or examples.

Grammar/Mechanics

_ The essay demonstrates a writing style beyond a safe "primer" style.
_ Grammatical, punctuation, and mechanical errors do not disrupt the flow or clarity of the paper.

ENGLISH 101 OUTCOMES ASSESSMEMENT ESSAY
FALL 2000

College of Southern Idaho

Purpose:

As noted in the Outcomes Assessment Policy Statement in your class syllabus, the OA essay is designed to assist in departmental program assessment and act as a measure of student proficiency at semester's end. With this in mind, at least two English instructors will assess each essay and judge it to be either proficient (P) or not proficient (NP), which will result in a recommendation that a student advance to English 102 or repeat English 101.

Assignment:

Following the writing process you have studied this semester, prepare and write an organized, well-developed, and detailed essay based on the following:

Choose a recent magazine advertisement that either explicitly or implicitly invokes notions of femininity, gender neutrality or masculinity (choose only one) to sell a product. Describe the ad and analyze in what ways it reflects advertising stereotypes by adhering to or challenging a cultural expectation. Attach the ad (or a copy of the ad) to the back of your essay.

Time Frame:

You will have one week in which to write the paper, beginning with the class period when the paper is assigned to the entire class. You will be expected to attend each class period that week. The essay is due at the beginning of that class period one week later. If you hand your paper in late, or not at all, you will receive a grade of NC (No Credit) for the course.

Writing the Essay:

Please bear in mind that this essay must be exclusively your own work. You should support your ideas by referring to your own experience, observations, or acquired knowledge. You should not do research for this assignment, nor should you include any source material that would require documentation. This essay must be exclusively your own work and an original essay for this assignment – not a former work tailored, recycled, or revised to meet this assignment.

You will receive no help from your instructor at any step in the writing process, nor will you be able to solicit help from the Hilton Writing Center, the Academic Development Center, or any tutors.

Plagiarism (writing done by someone other than yourself) will not be tolerated and will result in a failing grade for the course.

Format:

The essay must be at least 750 words (3 or more pages), typed, and double-spaced. Use Times New Roman and font size 12. Pages should be numbered and stapled. All rough draft and process materials must be handed in with the final draft but stapled in a separate group. You must not have your name or your instructor's name anywhere on the essay. Your instructor will assign a code, which should appear on each page turned in for the assignment.

Please use this checklist to make sure that you have prepared your essay properly.

Sample heading for 101 Outcomes Assessment Essay:

* *Letter-Number Code*

English 101 1

Outcomes Assessment Essay

Fall 2000

Title of the Essay

* Your code (letter and number) should be written in the upper right corner of each page above each page number.

Checklist for the 101 essay

_____ Did you use the heading above?
_____ Did you double-space the essay?
_____ Did you use Times New Roman and font size 12?
_____ Did you number the pages of the final draft?
_____ Have you stapled your final draft and rough drafts separately?
_____ Do you have the correct final draft stapled as the final draft, and have you made sure that it is not just a clean rough draft?
_____ Have you made sure that neither your name nor your instructor's name is on the final draft or any of the rough draft material?
_____ If your instructor has given you your code before the due date, have you written it in the upper right corner of every sheet of your work?

Remember that you must have your rough draft material when you turn in your final draft. If you use a computer, be sure to keep the marked/revised hard copies as you work on your paper. <u>If you do not have your rough draft work, your instructor will not accept your final draft.</u>

Be sure that you turn in your Outcomes Assessment Essay at the time specified by your instructor. If you do not turn in your paper on time, you will receive a grade of NC (No Credit) for the course.

OA REVIEW MEETING INFORMATION

- Review Committee make-up
  - The Review Committee is chaired by the OA Coordinator for the academic year.
  - The Review Committee is made up of all composition faculty at the appropriate level (090, 101).

- The Committee will review the **student packet*** which is comprised of
  - the OA essay
  - OA drafts
  - if assigned, the student portfolio (essay assignments *included*)
  - collected works (rough-draft to final copies of all work evaluated in the class; essay assignments *included*).

- *A student's OA cannot be reviewed without supporting work; without it, the student will receive an NP on the OA.*

- The student packet will be examined by two instructors assigned by the OA chair, and in case of a tie, it will be reviewed by a third appointed reader, who must vote to break the tie.

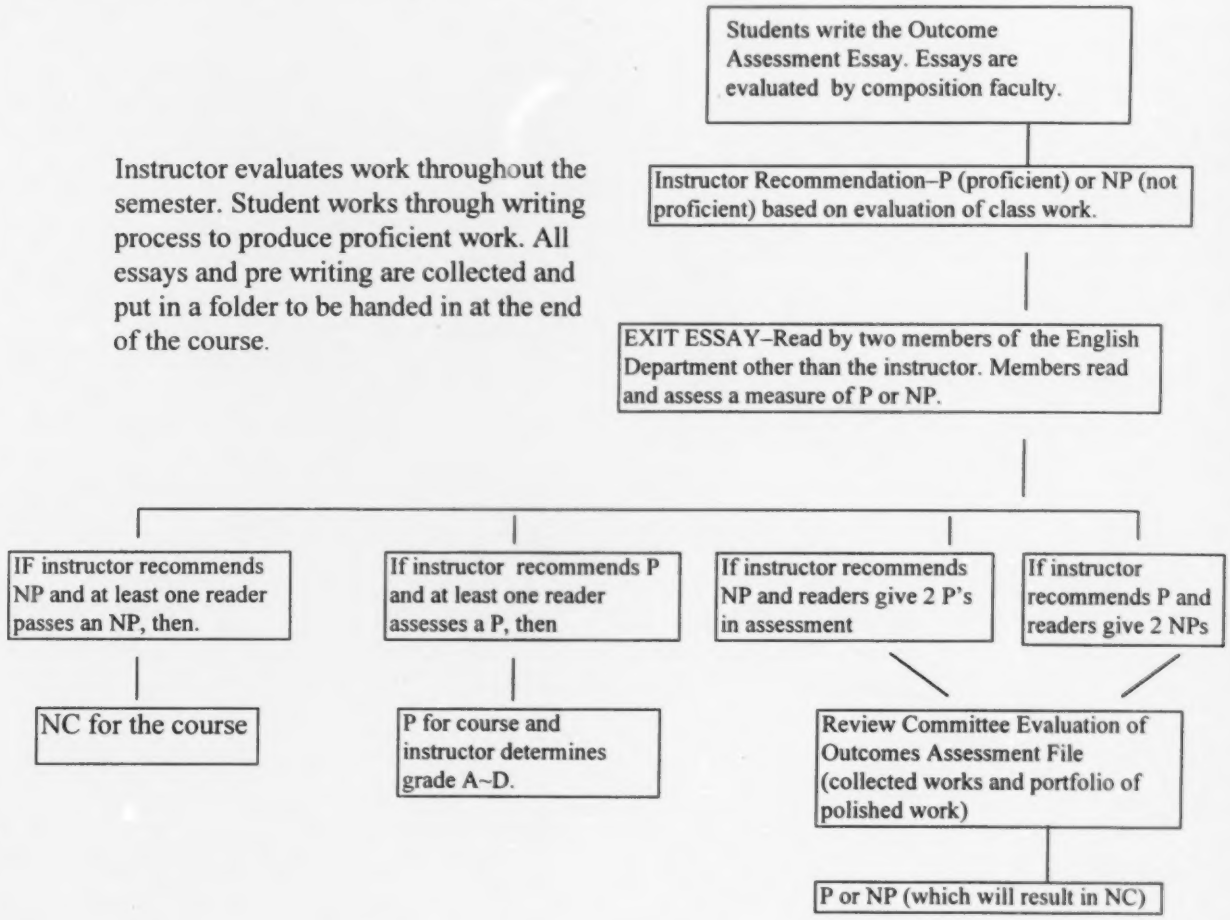
- In order that we might work efficiently and avoid distraction, please do not talk or offer comment during the review process.

- After the review of all portfolios, there will be an opportunity for instructors to ask for consideration of special cases (i.e., ESL students, multiple-repeat 101 students, and students with disabilities).

* Please arrange each **student packet** in the following order (wrap the whole mess in a rubber band if you can; there is a can of them on Connie's desk:

1. OA essay
2. OA drafts
3. final essays/portfolio *(assignment included)*
4. collected work for the term (all process, draft, and evaluated work)

Outcome Assessment Process


Students write the Outcome Assessment Essay. Essays are evaluated by composition faculty.
Instructor evaluates work throughout the semester. Student works through writing process to produce proficient work. All essays and pre writing are collected and put in a folder to be handed in at the end of the course.
Instructor Recommendation–P (proficient) or NP (not proficient) based on evaluation of class work.
EXIT ESSAY–Read by two members of the English Department other than the instructor. Members read and assess a measure of P or NP.
IF instructor recommends NP and at least one reader passes an NP, then.
If instructor recommends P and at least one reader assesses a P, then
If instructor recommends NP and readers give 2 P's in assessment
If instructor recommends P and readers give 2 NPs
NC for the course
P for course and instructor determines grade A~D.
Review Committee Evaluation of Outcomes Assessment File (collected works and portfolio of polished work)
P or NP (which will result in NC)